

Section 3

- Progress Monitoring in an ERA of Increased Data-Based Decision Making
- How to Document "Some Educational Benefit" to Achieve FAPE in an LRE

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Progress Monitoring: How to Do It and Use It

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Purposes of Assessment

- Screening
 - Who needs help?
- Diagnosis
 - Why is the problem occurring?
- Progress Monitoring
 - Is intervention working?
- Evaluation
 - How well are we doing overall?

Emphasized
by the
National
Center on
Response to
Intervention

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Benefits of Progress Monitoring

- ✧ Formative evaluation that ensures efficient use of time and resources
- ✧ Base decisions on data rather than hunch, best guess, opinion, gut feeling, alleged reputation, and/or perceptions
- ✧ Leads to improved outcomes (Fuchs & Fuchs, 1986)
- ✧ Data are objective and defensible
- ✧ Ensures follow through with intervention
 - ✧ Prevents train/consult and hope

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Progress Monitoring Fuchs & Fuchs (1987)

- ✧ Meta-analysis of number studies evaluating the educational impact of progress monitoring student academic and/or behavior performance
- ✧ Results indicated that progress monitoring was associated with **LARGE** improvements in student learning (ES = 0.70)
- ✧ Magnitude of effect enhanced when (ES = 1.20):
 - ✧ Behavior management techniques employed
 - ✧ Data-based decision rules are used
 - ✧ Students are incorporated into the graphing and monitoring process

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Nuts and Bolts for Progress Monitoring

- ✧ Progress monitor ALL students who are receiving Tier 2 or 3 supports
- ✧ Select the PM tool when the team matches a student to an intervention
- ✧ Graph the data and hold a team meeting to make a data-based decision
- ✧ Incorporate the student in the process if possible

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Selecting PM Tool

- ☞ Existing data (class removals, office referral, suspension, attendance record, etc.)
- ☞ Direct behavior rating
- ☞ Point sheet
- ☞ Brief behavior rating scale

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Selecting PM Tool Existing Data

Definition:

- ☞ Data sources that already exist within the setting ("permanent products")

Advantages:

- ☞ Already available
- ☞ Highly contextually relevant
- ☞ Natural occurrence can reduce/limit reactivity

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

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Existing Data

☞ Examples:

- ☞ Office discipline referrals (ODRs)
- ☞ Attendance and tardy records
- ☞ Suspension/expulsion data
- ☞ Data from existing behavior plans (e.g., token economy)

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Selecting PM Tool: Direct Behavior Rating

Definition:

☞ A tool that involves a brief rating of a target behavior following a specified observation period (e.g., class activity) by those persons who are naturally occurring in the context of interest



Examples:

- ☞ Behavior Report Card
- ☞ Home-School Note
- ☞ Daily Progress Report
- ☞ Good Behavior Note

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Direct Behavior Rating Three Primary Behaviors

Academic Engagement:

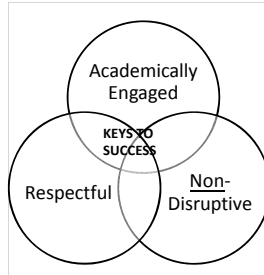
Actively or passively participating in the classroom activity.

Respectful:

Compliant and polite behavior in response to adult direction and/or interactions with peers and adults.

Disruptive Behavior:

A student action that interrupts regular school or classroom activity.



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See Handouts for Examples of Direct Behavior Rating

- ☞ Direct Behavior Rating (DBR) An Overview for Teachers
- ☞ Possible DBR Target Behaviors
- ☞ Direct Behavior Rating Instructions
- ☞ Behavior Rating Form
- ☞ TIERS DBR Progress Monitoring Tool Instructions and Tool

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Selecting PM Tool: Point Sheet

- ✎ Point sheet is used to award points to the student for exhibiting particular target behaviors
- ✎ Positively stated behaviors are identified and incorporated into the point sheet
 - ✎ e.g., Safe, respectful and responsible
- ✎ Specific time intervals to deliver points are selected (e.g., every 30 minutes, every period, or two times daily)
- ✎ Percent of total possible points is used as a basis to track student progress over time
 - ✎ Percent of total possible points is also used as a basis to develop a goal

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See Handouts for an Example of a Point Sheet

Skills Natural Point Sheet			
Names		Dates	
Target Behavior	Excerpt	Staff	Time 30 Min.
Respect	0 1 2 3	_____	_____
Responsibility	0 1 2 3	_____	_____
Safety	0 1 2 3	_____	_____
Respect	0 1 2 3	_____	_____
Responsibility	0 1 2 3	_____	_____
Safety	0 1 2 3	_____	_____
Respect	0 1 2 3	_____	_____
Responsibility	0 1 2 3	_____	_____
Safety	0 1 2 3	_____	_____
Respect	0 1 2 3	_____	_____
Responsibility	0 1 2 3	_____	_____
Safety	0 1 2 3	_____	_____
Respect	0 1 2 3	_____	_____
Responsibility	0 1 2 3	_____	_____
Safety	0 1 2 3	_____	_____
Respect	0 1 2 3	_____	_____
Responsibility	0 1 2 3	_____	_____
Safety	0 1 2 3	_____	_____
Respect	0 1 2 3	_____	_____
Responsibility	0 1 2 3	_____	_____
Safety	0 1 2 3	_____	_____
Respect	0 1 2 3	_____	_____
Responsibility	0 1 2 3	_____	_____
Safety	0 1 2 3	_____	_____

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Selecting PM Tool: Brief Behavior Rating Scales

- ✎ Abbreviated rating scales that contain change sensitive items and assess particular domains of a student's emotional and behavioral functioning
- ✎ Select the brief behavior rating scale(s) that represent the main areas of concern for the student
 - ✎ Social skills
 - ✎ Depressive behaviors
 - ✎ Anxious behaviors
 - ✎ Disruptive/inattentive behaviors
 - ✎ Aggressive behaviors

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See Handouts for Brief Behavior Rating Scales

☞ Aggressive Disruptive Behavior

☞ Social Skills

☞ Anxious Behaviors

☞ Depressive Behaviors

☞ Inattentive Behaviors

Gresham, F. M., Cook, C. R., Collins, T., Dart, E., Rasetshwane, K., Truelson, E., & Grant, S. (2010). *School Psychology Review*, 39(3): 364-379.

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Aggressive/Disruptive Behavior Brief Behavior Rating Progress Monitoring Scale

Student Name: _____ Rater Name: _____ Date: _____

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

- **BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the absence of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- **INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the student's behavior during the period of time from last rating to this rating.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Threatened other students	0	1	2	3	4
Was physically aggressive toward peers	0	1	2	3	4
Bullied other students	0	1	2	3	4
Instigated peers by teasing or saying put downs	0	1	2	3	4
Challenged your or other teachers' authority	0	1	2	3	4
Was reprimanded for bad classroom behavior	0	1	2	3	4
Argued with classmates	0	1	2	3	4
When corrected, argued or became upset	0	1	2	3	4
TOTALS					

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Social Skills Brief Behavior Rating Progress Monitoring Scale

Student Name: _____ Rater Name: _____ Date: _____

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

- **BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the absence of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- **INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the student's behavior during the period of time from last rating to this rating.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Followed classroom rules	0	1	2	3	4
Was sympathetic towards others' feelings	0	1	2	3	4
Complied with adult directions/requests	0	1	2	3	4
Managed frustration appropriately	0	1	2	3	4
Cooperated with classmates	0	1	2	3	4
Requested help appropriately	0	1	2	3	4
Accepted classmates' ideas	0	1	2	3	4
Ignored distractions by classmates	0	1	2	3	4

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Anxious Behaviors

Brief Behavior Rating Progress Monitoring Scale

Student Name: _____ Rater Name: _____ Date: _____

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

- BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the absence of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the *student's behavior during the period of time from last rating to this rating*.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Appeared stressed about academic work	0	1	2	3	4
Reluctant to engage in social activities	0	1	2	3	4
Refrained from speaking in class	0	1	2	3	4
Said he or she was sick and/or hurt	0	1	2	3	4
Was sensitive to criticism	0	1	2	3	4
Seemed nervous or timid when in the presence of peers	0	1	2	3	4
Excessively worried about academic performance	0	1	2	3	4

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Depressive Behaviors

Brief Behavior Rating Progress Monitoring Scale

Student Name: _____ Rater Name: _____ Date: _____

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

- BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the absence of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior for this week. It is important to not let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the *student's behavior during the period of time from last rating to this rating*.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Appeared sad or bummed out	0	1	2	3	4
Seemed cranky, irritable, or agitated	0	1	2	3	4
Was disinterested in school work and other activities	0	1	2	3	4
Appeared tired or worn-out	0	1	2	3	4
Had difficulty following instructions	0	1	2	3	4
Sulked or shut down	0	1	2	3	4
Preferred to be alone during unstructured times (free time, lunch, recess, etc.)	0	1	2	3	4

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Inattentive Behaviors

Brief Behavior Rating Progress Monitoring Scale

Student Name: _____ Rater Name: _____ Date: _____

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

- BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the absence of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the *student's behavior during the period of time from last rating to this rating*.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Had trouble staying focused until tasks were completed	0	1	2	3	4
Failed to complete assigned work on time	0	1	2	3	4
Was easily distracted	0	1	2	3	4
Needed prompts/reminders to stay on task	0	1	2	3	4
Was caught daydreaming	0	1	2	3	4
Was confused about assignment instructions	0	1	2	3	4

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Establish Local Norms and Baseline Performance

- ✎ To appropriately evaluate a student's RtI,
 - ✎ local norms need to be established
 - ✎ Allows for social comparison and specification of behavioral goals
 - ✎ baseline data need to be collected
 - ✎ Establishes how the student behaves in the absence of the intervention
 - ✎ Allows for intra-individual comparison to determine whether individual is
 - improving,
 - staying the same,
 - or getting worse

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Establish Local Norms and Baseline Performance (cont.)

- ✎ Goal Setting:
 - ✎ By when,
 - ✎ Whom,
 - ✎ What skill or behavior,
 - ✎ At what level of proficiency (criterion),
 - ✎ As measured by (scale)
 - ✎ Completed by who (rater)
- ✎ By January 6, 2012, Brian will obtain an average score of 5 or less across the last three data points, as measured by the Brief Behavior Rating Scale completed by his classroom teacher

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Collect the Progress Monitoring Data

- ✎ PM data are collected at least one data point per week
- ✎ A minimum of 4 data points across 4-weeks of implementation are needed before making a data-based decision
 - ✎ Allows for a reasonable amount of time for the student to response to the intervention
- ✎ For secondary students, may need to collect PM data across multiple teachers

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Input into a Data Management System

- ⇒ Input the data in Excel or another data management software program
- ⇒ This software should be able to generate progress monitoring graph
- ⇒ See PENT website for a new simple Excel program

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Instructions for Excel Progress Monitoring Tool

www.pent.ca.gov/frm/prmntool-instr.pdf

**How to Graph Data on the Excel Progress Monitoring Tool:
It's Easy!**

- On the upper right hand side are areas that you can enter the student's name along with another two boxes in which you can enter: a brief description of the concern, the evidence-based intervention being implemented, and a description of how progress will be monitored.
- In the upper left corner, you will see a table. Enter your three baseline data points in the corresponding rows in the second column (the one labeled AIM line). Then, choose the Median baseline score and enter that also in the second column.
- In the first column, go to the last row of the table. Change "Date"

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Excel Progress Monitoring Tool

www.pent.ca.gov/frm/progmonitool.xlsx

A22	Date		Date										
A	B	C	D	E	F	G	H	I	J	K	L	M	
1	Measurable Goal Monitoring			Student Name:									
2	Monitoring Dates			Concern and Goal:									
3		Aim Line	Student Progress Data	Intervention Strategy Method and Measurement:									
4	Baseline #1												
5	Baseline #2												
6	Baseline #3												
7	Median Baseline												
8	Date												
9	Date												
10	Date												
11	Date												
12	Date												
13	Date												
14	Date												
15	Date												
16	Date												
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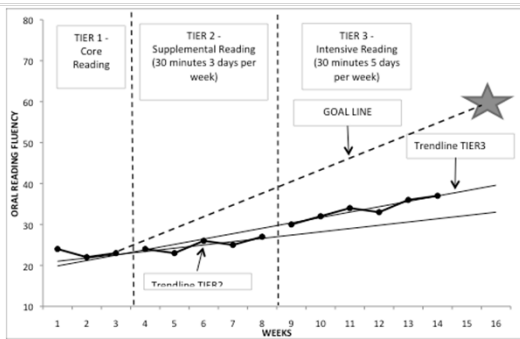
Excel Effect Size Calculator

www.pent.ca.gov/frm/efficientsizecalculator.xlsx

	A	B	C	D	E	F	G
1	Enter the scores of the "X" group below:	Enter the scores of the "Y" group below:					
2			Mean of "X" group =	#DIV/0!		Notes:	
3			Standard Deviation =	#DIV/0!		Means, standard deviations, and Effect Size	
4						left of here are automatically generated	
5			Mean of "Y" group =	#DIV/0!		as you enter scores into Columns A & B.	
6			Standard Deviation =	#DIV/0!		You can enter up to 100 scores in each column.	
7							
8			Effect Size (of "X") =	#DIV/0!			
9							
10							
11						Notes:	
12			Mean of "X" group =	10		As for what we have left of here, you can	
13			Standard Deviation =	5		enter means and standard deviations of	
14						both groups directly and the Effect Size	
15			Mean of "Y" group =	7		will be calculated immediately.	
16			Standard Deviation =	3			
17						You could ignore the standard deviation	
18			Effect Size (of "X") =	1		of "X" group if you like. Why?	
19							
20							
21							

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Sample Chart



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Generate PM Graph

- ✎ Generate PM graph for each student to facilitate team-based decision making
- ✎ Graph should include:
 - ✎ Horizontal axis (weeks or PM data points) and Vertical axis (PM value)
 - ✎ Displays the data in a digestible manner
 - ✎ Baseline data are distinguished from Tier 2 and/or Tier 3 data
 - ✎ Allows for comparisons across phases
 - ✎ Behavioral Goal demarcated
 - ✎ Established by local norm or staff tolerance level
 - ✎ Allows for determination of whether behavioral goal has been reached

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Team Evaluates Graph to Make a Data-Based Decision

- Increase fidelity of implementation
 - Data indicate poor fidelity of implementation
- Maintain existing supports
 - Data indicate student is responding well (likely to meet goal), but has not demonstrated sustained progress
- Modify existing supports
 - Data indicate that student is making insufficient progress, but may respond well to a modification of the supports
- Bump up a tier
 - Data indicate that student has failed to respond to the intervention (flatliner) and is unlikely to respond to modifications of the existing tier of supports
- Lower down a tier
 - Data indicate that student has responded well and sustained progress (minimum of 3 data points at or above goal)

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Reviewing Graphed Data

SAMPLE TEAM DATA FOR DECISION MAKING Clayton R. Cook

Name: Sarah Smith

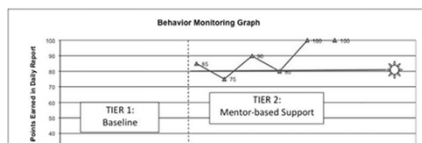
Grade: 1st

Screening: Externalizing

Problem behaviors of concern: Explosive tantrums in the classroom when asked to do something she doesn't want to do

Intervention: Mentor-based support (morning, mid-day and afternoon check ins)

Fidelity of Implementation: Intervention was followed as planned. Mentor met with Sarah at all three timepoints for 2-5 minutes per meeting. Communication was encouraging and positive. Free time was consistently delivered as a reward when Sarah met her goal.



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Café Chat on Section 3

- What are the barriers to progress monitoring and how and who might solve these problems?
- Discuss FAPE in an LRE with all necessary supplementary aids and supports, and all necessary related services to benefit from special education (that combination of content, methodology and instructional strategies uniquely needs by this student that constitutes "specialized instruction")
- Discuss why counselors and psychologists doing therapy should select a progress monitoring tool

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